BUSINESS PLAN 2024 - 2025
Mundaring Primary School
AN INDEPENDENT PUBLIC SCHOOL

School Overview

According to the Ian Elliot book, Mundaring : a history of the shire (1983), the name Mundaring stems from the Whadjuk-Noongar words Mundar-ing, pronounced as 'Mundahring' with the emphasis on the first syllable. The words translated mean, 'a high place on a high place'. Knowing that for the past 45,000 years, this area has been known as a 'high place on a high place' fills the school with pride as we aim to continue this cultural tradition of Mundaring being a 'high place' set up in the hills with our community.

We will always have high expectations of ourselves, our students and our community.
We will always aim for high levels of progress.
We will always strive for high levels of achievement.
We will work towards a high level of connection with our community.

Mundaring Primary School is determined to make a positive impact on all of our students' lives. We aim to achieve academic success and continual progress, foster emotional well-being and personal growth for all. Through the use of best practice, we will ensure all students receive a targeted education that will ensure they become life-long learners.

We will embrace an environment where our students feel valued and become successful citizens through developing resilience, inquisitiveness, respect and kindness. We are focussed on inspiring students to become active and responsible community members that will have a positive impact on the not only their own lives, but on the community in which they live.

The decisions that we make will be guided by evidence, community input and school-wide data. We will ensure that we are all working together to achieve the same goals of allowing our students to succeed in the future.

Working together as a community, we will ensure high outcomes for the most precious commodity in our community, our students.

This Business Plan was developed in collaboration with all staff, students, the community with direct input from the School Board, and with assistance from the Fogarty Foundation.

Shared Moral Purpose

All that we say and do, all of our decisions, all of our priorities, our targets and our reasons for doing what we do, are driven by our 'shared moral purpose'

To provide students with the skills and knowledge to be socially, emotionally and academically successful within a safe, supportive learning environment.

School Priorities

Curriculum & Teaching

Low-variation, high impact, explicit teaching in every classroom.

Leadership & Management

Develop an accountability chain to create a strong distributive leadership culture.

Conditions for Learning & Student Voice

Promote student engagement within a safe, supportive learning environment.

Curriculum & Teaching

Low-variation, high impact, explicit teaching in every classroom.
1. Develop and implement school wide consistent practices to improve consistency of teaching delivery.
2. To ensure planning documents, teacher practice and assessment schedules are aligned.
3. To create a culture of professional growth through targeted professional learning, observation and coaching.

Leadership & Management

Develop an accountability chain to create a strong distributive leadership culture.
1. All staff have clear expectations, role clarity and defined responsibilities
2. To enhance staff leadership and professional development.
3. To create a staff culture of openness and trustworthiness.

Conditions for Learning & Student Voice

Promote student engagement within a safe, supportive learning environment.
1. To embed positive behaviour support practices and common language across the school to lead towards a safe and supportive environment.
2. To create a 'high expectations' culture for students, staff and the community.
3. To ensure all students are fully engaged in their learning.

Key Initiative Implementation

Curriculum & Teaching

Develop and implement planning documents and Scope & Sequences for Literacy in Phase of Learning Areas (K-2, 3-6).

Develop and implement a structured Literacy Block.

Implementation of whole-school explicit, instructional teaching model (e.g. EDI, Student Engagement Norms.)

Develop an assessment schedule to regularly inform teaching.

Develop and implement common literacy programs and practices based on research.

Leadership & Management

Develop and implement clear guidelines defining staff expectations, role clarity, responsibilities and induction processes.

Develop and implement a whole-school culture of reflection and growth based upon classroom observations, feedback and coaching.

Establish and implement processes around ongoing accountability, scheduled and regular performance development.

Create and implement initiatives to recognise and celebrate whole school and individual successes both publicly and through leadership and peer acknowledgement.

Conditions for Learning & Student Voice

Implement the Positive Behaviour Support initiative with fidelity across the school.

Develop and implement initiatives to gauge student voice and provide opportunities for student input.

Develop and implement an agreed set of expectations and norms to promote student engagement.

Key Performance Indicators

Overarching Aspiration 2024 – 2026: To transition from below 'like' schools to above 'like' schools in Literacy NAPLAN achievement and progress areas.

	Metric used to measure progress	Baseline Performance 2023	2024 Interim Target	2025 Interim Target
KPIs for Overall Aspiration	NAPLAN	2022 Results Read - 24n below Like; Spell- 49n below Like Write - 35 below Like G&P - 49 below Like. 2023 - Spelling Y3 -1.0 (yellow); Y5 -1.0 (red) Reading Y3 -0.07 (yellow); Y5 -0.6 (yellow)	To transition from below 'like' schools to at 'like' schools in Spelling NAPLAN achievement and progress areas.	To transition from below 'like' schools to at 'like' schools in Literacy achievement and progress areas.
	PAT-R	2023 Group Medians: **Yr 6:** above 0.6 Scale Points **Yr 5:** Below 4.1 SP **Yr 4:** Above 2.1 SP **Yr 3:** Below 7 SP **Yr 2:** Below 2 SP **Yr 1:** Below 4.1 SP	All year groups median results to be above EOY PAT-R norm data.	All year groups median and top quartile results to be above EOY PAT-R norm data.
	Acadience	2023 EOY Benchmarks **PP:** Above 20%, At 24%, Below 24%, Well Below 31% **Yr 1:** Above 26%, At 16%, Below 6%, Well Below 52% **Yr 2:** Above 26%, At 16%, Below 6%, Well Below 52% **Yr3:** Above 27%, At 24%, Below 16%, Well Below 32% **Yr 4:** Above 18%, At 18%, Below 18%, Well Below 46% **Yr 5:** Above 11%, At 14%, Below 31%, Well Below 43% **Yr 6:** Above 20%, At 29%, Below 9%, Well Below 43%	80% at or above year level 'normed' score.	90% at or above year level 'normed' score.

Priority Area KPIs

Curriculum & Teaching			
Objectives	Metric used to measure progress	2024 Interim Target	2025 Interim Target
1.1	Survey staff to determine percentage of staff implementing using high-impact, explicit teaching within structured Literacy Block.	30%	80%
1.2	NAPLAN scores for Spelling	at 'like schools'	above 'like schools'
1.3	NAPLAN scores for Reading	at 'like schools'	above 'like schools'
1.4	NAPLAN scores for Conventions of Language	at 'like schools'	above 'like schools'

Priority Area KPIs

Leadership & Management			
Objectives	**Metric used to measure progress**	**2024 Interim Target**	**2025 Interim Target**
2.1	OHI - Accountability and Leadership	3rd quartile	achieve top quartile for both outcomes with growth
2.2	TTFM (staff) - collaboration	Improve score to 7.4	Improve score to 7.6
2.3	TTFM (staff) - leadership	Improve score to 6.5	Improve score to 7
2.4	OHI - Awards and Recognition	3rd quartile	Maintain 2nd quartile with an improvement of 15 or greater

Priority Area KPIs

	Conditions for Learning & Student Voice		
Objectives	**Metric used to measure progress**	**2024 Interim Target**	**2025 Interim Target**
3.1	TTFM (parent survey)	improve to 7	improve to 7.5
3.2	TTFM (student survey)	all drivers of student engagement at	all drivers of student engagement within 0.5 +/- norm
3.3	TTFM (teacher)	Improve to 7.5	Improve to 8